

Cabinet Member (Education)

21st January 2014

Name of Cabinet Member:

Acting Cabinet Member (Education) - Councillor D Chater

Director Approving Submission of the report:

Executive Director, People

Ward(s) affected:

All

Title:

Report on Pupil Behaviour in Coventry Schools and Educational Settings in 2012/13

Is this a key decision?

No - Although this matter may affect all wards, the impact of the proposals is not expected to be significant

Executive Summary:

This report summarises the data on pupil behaviour in schools and other educational settings in Coventry and seeks approval of the further development of strategies to further improve pupil behaviour. National data for 2011/12, released July 2013, shows the incidence of fixed term and permanent exclusions in Coventry continue to be below that for England and low in relation to statistical neighbours. Local data for 2012/13 indicates that while the incidence of fixed term exclusion of 5 days or less has risen by 5% there have been significant reductions in fixed term exclusion of more than 5 days and in permanent exclusions.

Recommendations:

The Acting Cabinet Member is recommended to accept the report and approve the further development of the identified strategies to further improve pupil behaviour.

List of Appendices included:

None

Background papers:

Nil

Has it or will it be considered by Scrutiny?

No

Has it, or will it be considered by any other Council Committee, Advisory Panel or other body?

No

Will this report go to Council?

No

Report title:
Report on Pupil Behaviour

1. Context (or background)

1.1 Coventry City Council has a policy of working in strong partnership and collaboration with schools to avoid the use of permanent exclusion wherever possible and to reduce the use of exclusions more generally. In line with best practice nationally, the Local Authority has sought to develop a range of alternative strategies to achieve this. One of the key strategies has been the establishment and ongoing development of a Partnership Agreement with secondary schools that sets out the policy, principles and procedures for the prevention and management of exclusions and support for pupils who are considered Hard to Place. This Partnership Agreement complies with the requirement set out in the School Admissions Code 2012 (the Code) that all local authorities have a Fair Access Protocol agreed with the majority of schools in its area for the purpose of ensuring, outside the normal admission round, that vulnerable unplaced children are offered a school place as soon as possible. The Partnership Agreement also sets out as required by the Code how provision will be used to meet the needs of pupils who are not ready for mainstream schooling. This work is overseen by the Social Inclusion Placement Panel, which includes Headteachers from the area behaviour partnerships as well as officers from the Local Authority. It also reports its work on a regular basis to the Local Authority School Admissions Forum.

1.2 At the start of the 2011/12 school year a further development of the strategy was the development of a more graduated response to challenging behaviour in KS3/4 through establishing two area behaviour partnerships of schools and academies so that more opportunities for support to young people with challenging behaviour are provided in mainstream school settings before alternative settings are considered. Headteachers working with the Local Authority have established two Area Behaviour Partnerships (East and West), providing school to school support for pupils presenting challenging behaviour. The Local Authority has supported each partnership, devolving £30,000 p.a. to each.

1.3 At the start of the 2013/14 school year a KS2 provision for pupils experiencing behavioural emotional and social difficulties became operational. This provision should help to reduce the number of KS2 fixed term and permanent exclusions in the 2013/14 school year.

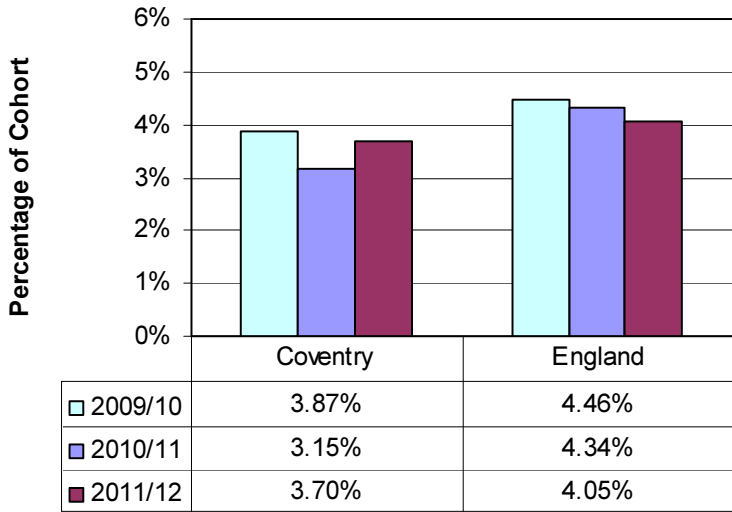
1.4 Data from 2011/12 on Coventry and its statistical neighbours, released by the DfE in 2013, indicated that:

- Coventry's rate of fixed term exclusions (3.70%) remains below that for England (4.05%). Compared to 10 statistical neighbours, 2 had lower levels of fixed term exclusion and 8 had higher levels.
- Coventry's rate of permanent exclusions (0.05%) remains below that for England (0.07%). Of the 10 statistical neighbours, 2 had lower levels of permanent exclusion and 8 had higher levels.

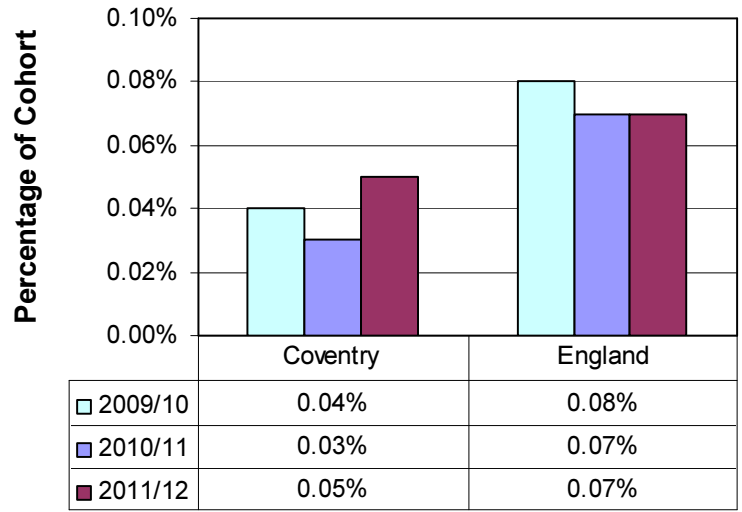
1.5 Data on exclusions in Coventry in the 2012/13 school year indicates that:

- The number of fixed term exclusions of 5 days or less increased by 5%, from 1401 to 1465
- The number of fixed term exclusions of more than 5 days dropped to 15 – the lowest level recorded for over 5 years
- Permanent exclusions and fixed term exclusions of more than 15 days dropped to 21 – again, the lowest level recorded for over 5 years.

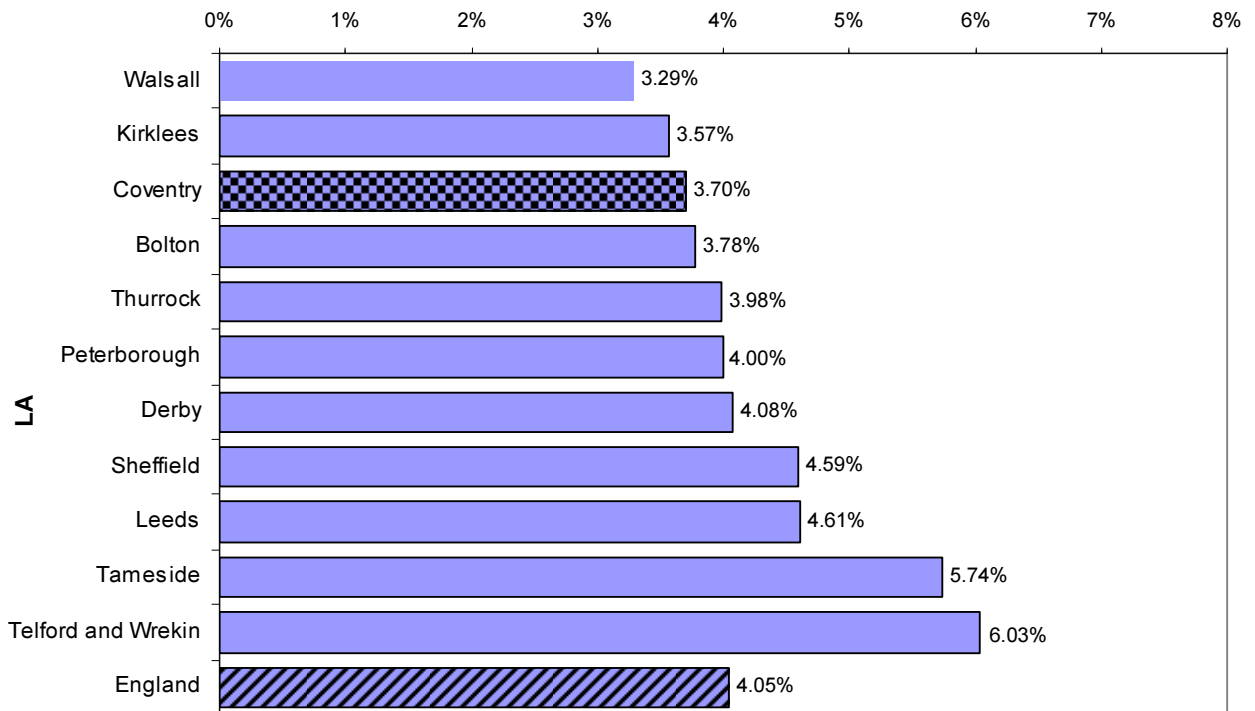
Fixed Term Exclusions



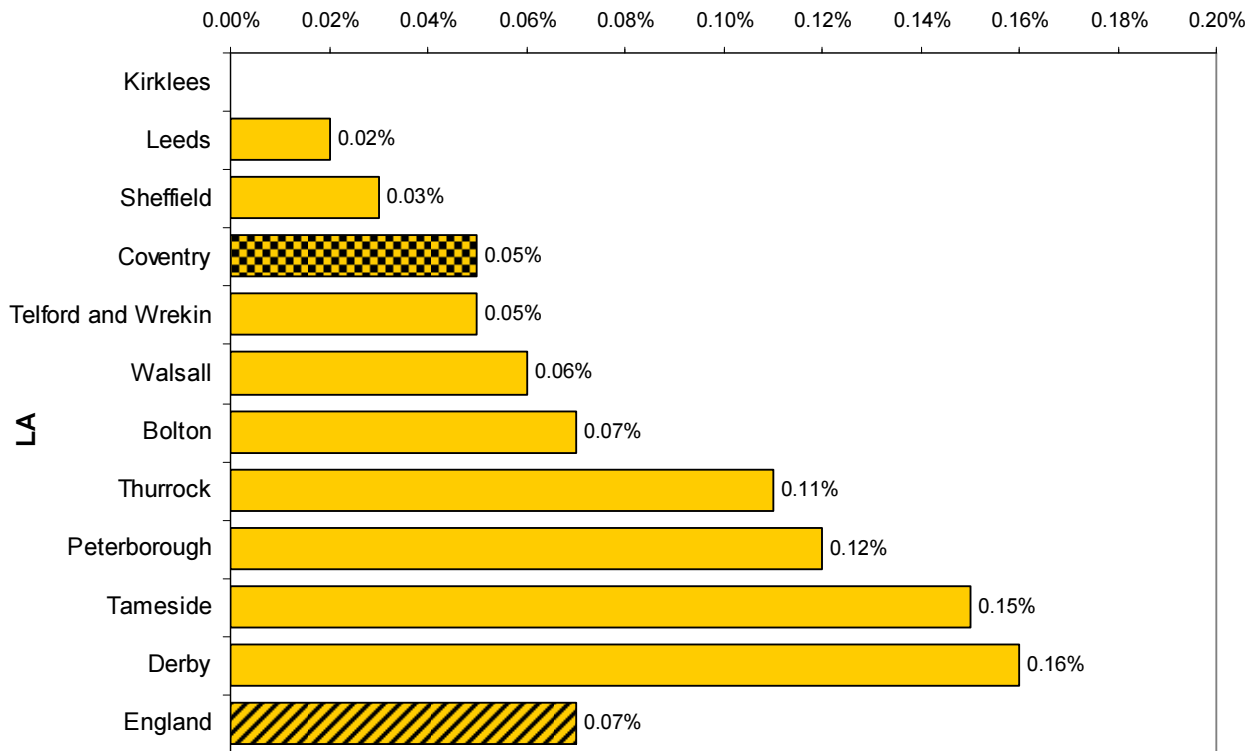
Permanent Exclusions



Coventry & Statistical Neighbours - Fixed Term Exclusions 2011/12



Coventry & Statistical Neighbours - Permanent Exclusions 2011/12



1.6 Data on fixed term and permanent exclusions for the last five years follows. Figure (i), below, shows the exclusion incidence trends between 2007/08 and 2012/13.

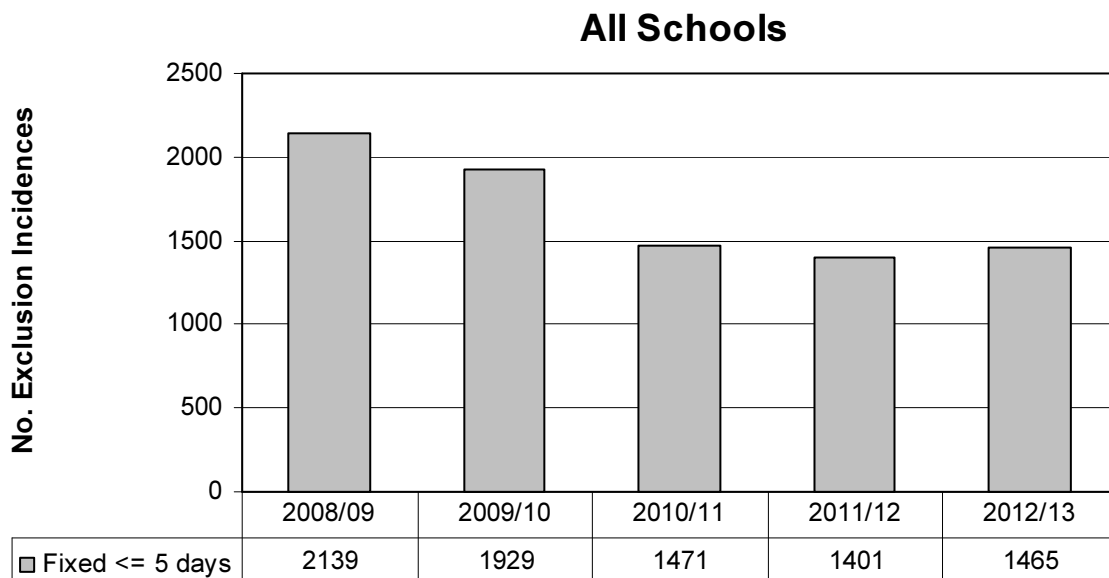


Figure (i): Fixed term exclusions of 5 days or less

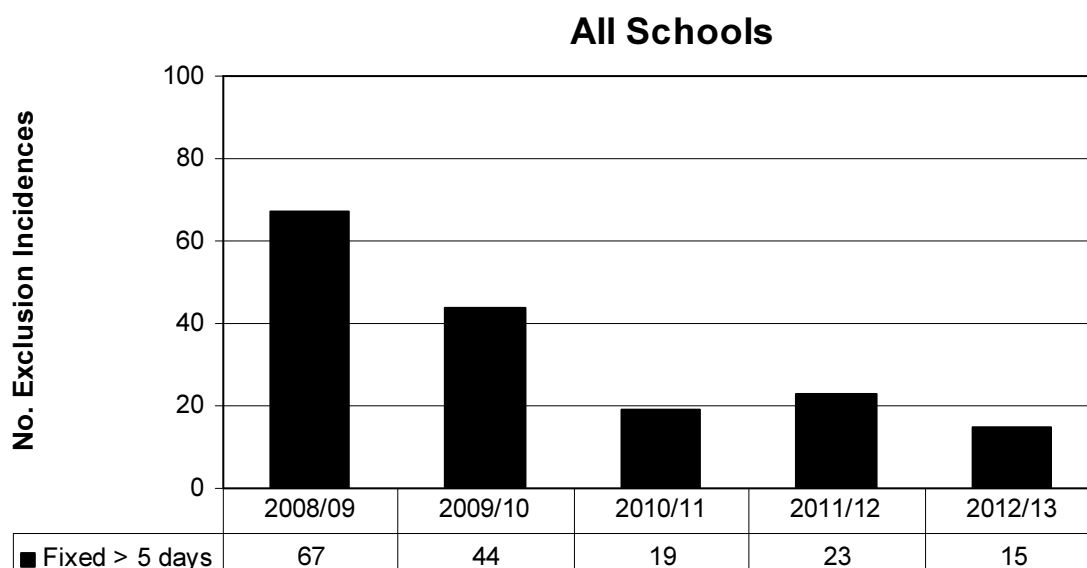


Figure (ii): Fixed term exclusions of more than 5 days

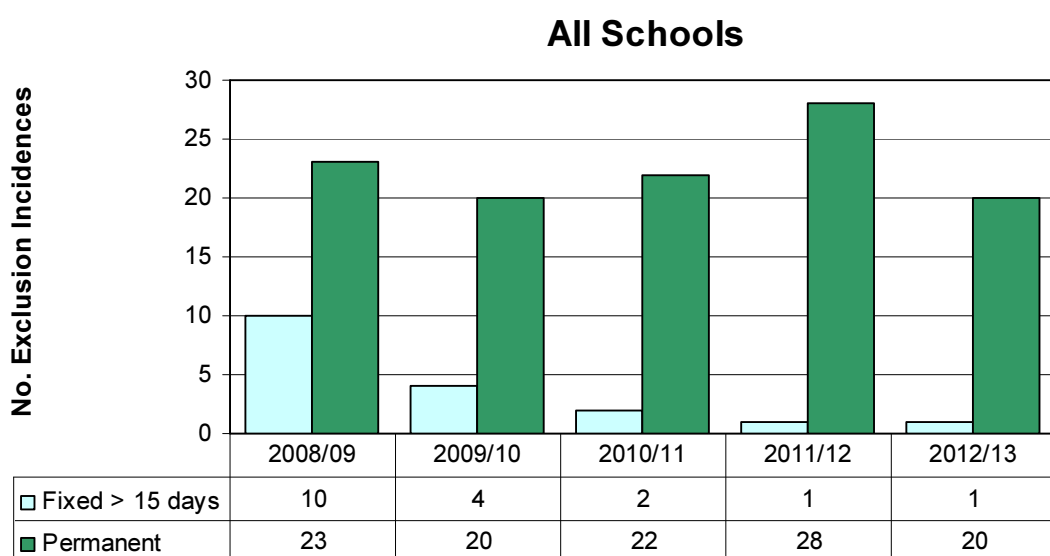


Figure (iii): Fixed term exclusions of more than 15 days, and permanent exclusions

Data on exclusions from primary, secondary and special follow:

- For primary schools and academies the number of fixed term exclusions of 5 days or less in 2012/13 increased to 220 from 284 in 2011/12 (251 in 2010/11). The incidence of fixed term exclusions of more than 5 days increased from 5 in 2011/12 to 7 in 2012/13 (7 in 2010/11). The incidence of permanent exclusions decreased from 8 in 2011/12 to 4 in 2012/13 (6 in 2010/11).

- For secondary schools and academies the number of fixed term exclusions of 5 days or less in 2012/13 increased to 1054 from 979 in 2011/12 (1120 in 2010/11). The incidence of fixed term exclusions of more than 5 days decreased from 18 in 2011/12 to 7 in 2012/13.

The number of permanent exclusions decreased from 20 in 2011/12 to 16 in 2012/13 (16 in 2010/11).

- For special schools the number of fixed term exclusions of 5 days or less increased from 138 in 2011/12 to 191 in 2012/13 (100 in 2010/11). As in 2011/12 all the fixed term exclusions of 5 days or less occurred in just two of the special schools. In 2012/13 there was 1 incident of a fixed term exclusion of more than 5 days. There were none in 2010/2011 or 2011/12. There have been no permanent exclusions from special schools in the last seven years.

Analysis of the exclusion data for particular groups of children and young people has been undertaken:

- Analysis by gender for 2012/13 shows that in primary and secondary schools the proportion of girls or boys excluded remains little changed, with boys making up most or all of the exclusions.

- Analysis by ethnicity for 2012/13 shows that White British pupils still make up the vast majority of those excluded for a fixed term period from primary and secondary schools. In primary schools they make up 66% of the fixed term exclusions (67% in 2011/12), but make up only 55% of the primary school population (56% in 2011/12). In secondary schools they make up 69% of the fixed term exclusions (65% in 2011/12), but make up 61% of the population (62% in 2011/12). Mixed White / Black Caribbean are also over represented in the secondary exclusion data in that they make up 2% of the population (2% in 2011/12), but make up 4% of the fixed term exclusions (5% in 2011/12).

- Analysis by Special Educational Need (SEN) for 2011/12 shows that the proportion of secondary aged pupils who are excluded and have SEN, which includes pupils at all stages of the SEN Code of Practice, is still disproportionate to the proportion of the school population deemed to have SEN in both primary and secondary schools. This will, of course, be partly due to behavioural, emotional and social difficulties being regarded as a type of SEN.

- Analysis by age shows that exclusions are not spread uniformly across year groups. In 2012/13 the majority of secondary pupils having one or more fixed term exclusion were in Years 8, 9, 10 and 11 (making up 87% of all fixed term exclusions).

- In 2012/13 the number of looked after children subject to one or more fixed term exclusions dropped to 14 (28 in 2008/09, 29 in 2009/10, 26 in 2010/11, 38 in 2011/12). As a consequence the level of over-representation of looked after children in the exclusion data has reduced. In 2012/13 no looked after children were permanently excluded (3 in 2008/09, 0 in 2009/10, 1 in 2010/11, 1 in 2011/12).

2. Options considered and recommended proposal

2.1 In order to maximise the number of pupils having access to the full range of curricular opportunities afforded by mainstream schools, it is proposed that the school-based educational provision made by the two behaviour partnerships is further developed.

2.2 The impact of the KS2 provision for pupils experiencing behaviour emotional and social difficulties will be monitored over the 2013/14 school year.

3. Timetable for implementing this decision

3.1 The proposed workstream commenced in 2011/12 and is ongoing.

4. Comments from Executive Director, Resources

4.1 Financial implications

The gross expenditure budget for this area in 2012/13 was £4.4m which was fully funded from income, DSG being the main source of funding, and also some SLA funding for Learning and Behaviour Support. Services included in these figures are mainly the Extended Learning Centres and the Learning and Behaviour Support Service, although there is also an amount of financial resource for Behaviour Management at Key Stage 1 and Key Stage 4 which is devolved to schools. The education funding reforms, implemented from April 2013, restrict the Local Authority's ability to manage money centrally on behalf of schools. The funding for behaviour provision, however, is within the High Needs block, and therefore the Local Authority will be able to continue to manage this resource centrally.

4.2 Legal implications

The public sector equality duty under section 149 of the Equalities Act 2010 imposes on decision makers when carrying out any of its functions the requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations across all of the protected characteristics (which, for education, are disabilities, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation). "Due regard" requires more than just an awareness of the equality duty. It requires demonstration of a rigorous analysis by the public authority decision maker.

5. Other implications

5.1 How will this contribute to achievement of the Council's key objectives / corporate priorities (corporate plan/scorecard) / organisational blueprint / LAA (or Coventry SCS)?

The proposed developments will bring improved support for children and young people experiencing behaviour emotional and social difficulties and help these and other children and young people to achieve and make a positive contribution. It also supports the aim to reduce reliance on out of city placements.

5.2 How is risk being managed?

No risks identified.

5.3 What is the impact on the organisation?

None identified at this stage.

5.4 Equalities / EIA

Exclusions data is monitored on an ongoing basis.

5.5 Implications for (or impact on) the environment

None

5.6 Implications for partner organisations?

None identified at this stage

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